



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12421662  
District: MSAD 48  
School: Corinna Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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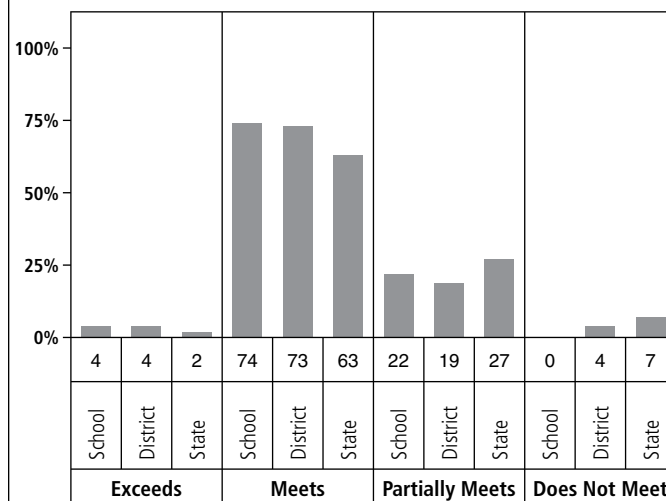
# SUMMARY OF SCORES

Date: March 2007  
Grade: 3  
District: MSAD 48  
School: Corinna Elementary School

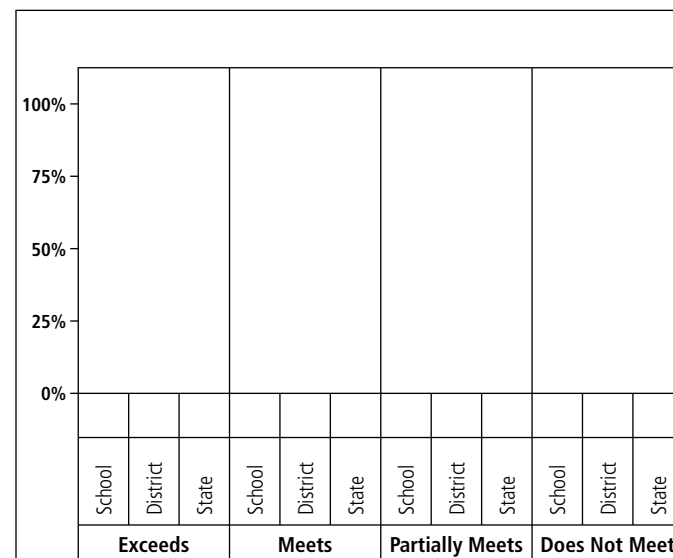
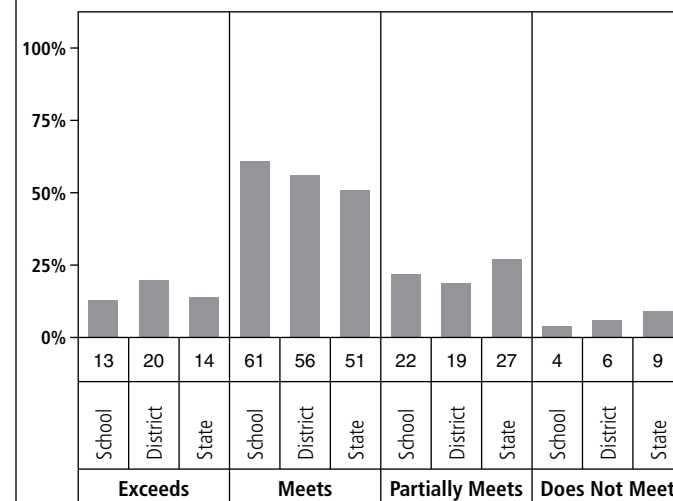
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	343	345	345
<b>2006–2007</b>	<b>347</b>	<b>347</b>	<b>345</b>
Cum. Avg. *	345	346	345
<b>Mathematics</b>			
2005–2006	337	341	344
<b>2006–2007</b>	<b>351</b>	<b>351</b>	<b>347</b>
Cum. Avg. *	344	346	345

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 3  
 District: MSAD 48  
 School: Corinna Elementary School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		23	100	128	100	14114	100	23	100	127	99	14000	99	23	100	127	99	14001	99												
Ethnicity	African American	0	0	1	1	374	3	0	0	1	100	367	98	0	0	1	100	370	99												
	American Indian/Native Alaskan	1	4	1	1	94	1	1	100	1	100	93	99	1	100	1	100	93	99												
	Asian/Pacific Islander	0	0	0	0	252	2	0	0	0	0	246	98	0	0	0	0	249	99												
	Hispanic	0	0	0	0	179	1	0	0	0	0	173	97	0	0	0	0	173	97												
	White	22	96	126	98	13196	93	22	100	125	99	13121	100	22	100	125	99	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		3	13	18	14	2445	17	3	100	17	94	2425	99	3	100	17	94	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		14	61	81	63	5495	39	14	100	80	99	5447	99	14	100	80	99	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	21	91	85	66	11043	78	21	91	84	66	11094	79												
Identified disability (PET/IEP)	1	5	1	1	602	5	1	5	1	1	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	0	0	99	1	0	0	0	0	101	1												
<b>Participation with accommodations</b>	2	9	39	30	2782	20	2	9	40	31	2747	19												
Identified disability (PET/IEP)	2	100	13	33	1659	60	2	100	13	33	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	0	0	1	3	59	2	0	0	1	3	57	2												
Other	0	0	25	64	936	34	0	0	26	65	915	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	2	168	1	0	0	3	2	160	1												
Identified disability (PET/IEP)	0	0	3	100	164	98	0	0	3	100	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	7	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	10	0	0	0	0	0	11	0												
<b>Non-participation – other</b>	0	0	1	1	104	1	0	0	1	1	102	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 3  
District: MSAD 48  
School: Corinna Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006 <b>2006-2007</b> Cum. Avg.	0	0	7	5	352	3
		1	4	5	4	332	2
		1	4	6	4	342	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006 <b>2006-2007</b> Cum. Avg.	12	60	89	60	8641	62
		17	74	91	73	8691	63
		15	65	90	66	8666	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006 <b>2006-2007</b> Cum. Avg.	7	35	41	28	3671	27
		5	22	23	19	3781	27
		6	26	32	24	3726	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	5	11	7	1163	8
		0	0	5	4	1021	7
		1	4	8	6	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	29.7	64.6	30.0	65.2	28.0	60.9
Literary Text	28	61	18.9	67.5	18.8	67.1	17.9	63.9
Informational Text	18	39	10.8	60.0	11.3	62.8	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: MSAD 48  
 School: Corinna Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	1	4	17	74	5	22	0	0	347	124	4	73	19	4	347	13825	2	63	27	7	345
<b>Ethnicity</b>																						
African American	0										1						360	1	40	34	25	338
American Indian/Native Alaskan	1										1						93	0	52	39	10	342
Asian/Pacific Islander	0										0						241	2	68	22	8	345
Hispanic	0										0						168	0	50	33	17	341
White	22	1	5	16	73	5	23	0	0	347	122	4	73	19	4	347	12963	3	64	27	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										14	0	50	36	14	340	2261	0	33	46	21	338
No	20	1	5	15	75	4	20	0	0	347	110	5	76	16	3	348	11564	3	69	24	5	346
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
<b>Economically disadvantaged</b>																						
Yes	14	1	7	9	64	4	29	0	0	346	79	3	70	22	6	345	5360	1	50	36	13	342
No	9	0	0	8	89	1	11	0	0	347	45	7	80	13	0	350	8465	3	71	22	4	347
<b>Migrant</b>																						
Yes	0										0						4					
No	23	1	4	17	74	5	22	0	0	347	124	4	73	19	4	347	13821	2	63	27	7	345
<b>Gender</b>																						
Female	11	1	9	8	73	2	18	0	0	348	62	6	77	13	3	348	6861	3	67	24	6	346
Male	12	0	0	9	75	3	25	0	0	346	62	2	69	24	5	346	6964	1	59	31	9	344
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										24	0	63	25	13	342	2092	0	36	48	15	339
No	22	1	5	16	73	5	23	0	0	347	100	5	76	17	2	348	11733	3	68	24	6	346
<b>Gifted/talented program</b>																						
Yes	0										0						174	16	83	1	0	355
No	23	1	4	17	74	5	22	0	0	347	124	4	73	19	4	347	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 3  
District: MSAD 48  
School: Corinna Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	1	41	40	18	340
B. less than one hour	96	1	5	17	77	4	18	0	0	347	88	5	76	16	4	348	80	3	66	26	6	346
C. one to two hours	4	0	0	0	0	1	100	0	0	340	10	0	67	25	8	342	12	2	60	29	9	344
D. more than two hours	0										2	0	0	100	0	337	3	0	30	41	29	336
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	43	1	10	6	60	3	30	0	0	348	30	5	62	27	5	346	27	4	63	26	8	346
B. They match some of what I have learned.	39	0	0	8	89	1	11	0	0	346	42	6	87	8	0	350	49	2	69	24	5	346
C. They match just a little of what I have learned.	9	0	0	2	100	0	0	0	0	345	20	0	72	24	4	347	16	1	57	33	9	343
D. There is no match.	9	0	0	1	50	1	50	0	0	342	8	0	50	30	20	340	8	0	45	39	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	43	1	10	6	60	3	30	0	0	347	46	4	70	23	4	347	42	4	67	22	7	346
B. good	43	0	0	9	90	1	10	0	0	347	41	6	78	10	6	348	46	2	63	29	7	345
C. fair	9	0	0	2	100	0	0	0	0	346	10	0	77	23	0	346	9	1	51	38	10	342
D. poor	4	0	0	0	0	1	100	0	0	338	2	0	33	67	0	340	2	0	30	48	22	337
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	3	75	1	25	0	0	346	20	0	71	21	8	343	22	1	50	36	13	342
B. about the same as my regular schoolwork	48	0	0	10	91	1	9	0	0	348	53	5	83	11	2	350	55	3	69	24	5	346
C. easier than my regular schoolwork	35	1	13	4	50	3	38	0	0	345	28	6	56	32	6	345	23	2	62	28	9	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	26	0	0	4	67	2	33	0	0	344	22	0	63	26	11	343	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	70	1	6	12	75	3	19	0	0	348	51	6	79	15	0	349	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	4	0	0	1	100	0	0	0	0	348	26	3	69	22	6	348	32	4	70	20	5	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	0	0	5	100	0	0	0	0	348	19	0	75	21	4	347	19	4	65	25	7	346
B. 20 minutes to an hour	22	1	20	2	40	2	40	0	0	347	34	10	71	14	5	349	47	3	68	24	5	346
C. less than 20 minutes	30	0	0	5	71	2	29	0	0	345	25	0	74	23	3	346	19	1	59	32	8	344
D. I rarely read at home.	26	0	0	5	83	1	17	0	0	347	22	4	74	19	4	346	15	1	51	35	14	342
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	38	0	0	7	88	1	13	0	0	346	18	0	73	27	0	345	26	2	57	32	10	343
B. six to ten pages	19	1	25	3	75	0	0	0	0	353	18	9	82	5	5	351	23	2	64	27	7	345
C. eleven or more pages	43	0	0	6	67	3	33	0	0	344	63	4	72	18	5	347	51	3	66	25	6	346
<b>Optional school/district question</b>																						
A.	0										35	0	67	33	0	343						
B.	0										12	0	50	50	0	341						
C.	0										35	17	67	0	17	349						
D.	0										18	0	67	33	0	349						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 3  
District: MSAD 48  
School: Corinna Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	9	6	1295	9
	<b>2006-2007</b>	<b>3</b>	<b>13</b>	<b>25</b>	<b>20</b>	<b>1985</b>	<b>14</b>
	Cum. Avg.	2	9	17	13	1640	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	7	35	65	44	6852	49
	<b>2006-2007</b>	<b>14</b>	<b>61</b>	<b>69</b>	<b>56</b>	<b>6990</b>	<b>51</b>
	Cum. Avg.	11	48	67	49	6921	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	9	45	51	34	4081	29
	<b>2006-2007</b>	<b>5</b>	<b>22</b>	<b>23</b>	<b>19</b>	<b>3673</b>	<b>27</b>
	Cum. Avg.	7	30	37	27	3877	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	20	23	16	1638	12
	<b>2006-2007</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>1193</b>	<b>9</b>
	Cum. Avg.	3	13	15	11	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.7	58.0	8.8	58.7	7.7	51.3
Cluster 2: Shape and Size	14	29	11.3	80.7	11.1	79.3	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.4	68.0	3.3	66.0
Cluster 4: Patterns	14	29	10.3	73.6	10.5	75.0	9.8	70.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: MSAD 48  
 School: Corinna Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	3	13	14	61	5	22	1	4	351	124	20	56	19	6	351	13841	14	51	27	9	347
<b>Ethnicity</b>																						
African American	0										1						367	6	28	37	28	335
American Indian/Native Alaskan	1										1						93	4	42	40	14	340
Asian/Pacific Islander	0										0						247	16	51	22	11	347
Hispanic	0										0						168	7	42	32	20	339
White	22	2	9	14	64	5	23	1	5	350	122	20	56	19	6	351	12966	15	51	26	8	347
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										14	14	36	29	21	341	2266	6	34	39	21	338
No	20	3	15	13	65	4	20	0	0	354	110	21	58	17	4	352	11575	16	54	24	6	349
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
<b>Economically disadvantaged</b>																						
Yes	14	2	14	8	57	3	21	1	7	350	79	11	58	22	9	348	5371	7	44	34	14	342
No	9	1	11	6	67	2	22	0	0	352	45	36	51	13	0	357	8470	19	54	22	5	350
<b>Migrant</b>																						
Yes	0										0						4					
No	23	3	13	14	61	5	22	1	4	351	124	20	56	19	6	351	13837	14	51	27	9	347
<b>Gender</b>																						
Female	11	2	18	6	55	2	18	1	9	351	62	18	60	13	10	352	6865	14	50	27	9	347
Male	12	1	8	8	67	3	25	0	0	351	62	23	52	24	2	350	6976	14	51	26	9	347
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										24	13	54	25	8	345	2098	3	37	43	17	338
No	22	3	14	13	59	5	23	1	5	352	100	22	56	17	5	352	11743	16	53	24	7	348
<b>Gifted/talented program</b>																						
Yes	0										0						174	63	34	3	0	366
No	23	3	13	14	61	5	22	1	4	351	124	20	56	19	6	351	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 3  
District: MSAD 48  
School: Corinna Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	7	38	34	21	339
B. less than one hour	96	3	14	14	64	5	23	0	0	352	88	21	57	20	2	352	80	16	52	26	6	348
C. one to two hours	4	0	0	0	0	0	0	1	100	322	10	17	58	8	17	346	12	12	50	28	10	346
D. more than two hours	0										2	0	0	0	100	321	3	3	26	34	37	332
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	0	0	7	70	3	30	0	0	348	45	25	54	20	2	353	37	20	52	22	6	350
B. They match some of what I have learned.	48	3	27	7	64	1	9	0	0	358	43	17	58	19	6	351	44	13	54	26	7	347
C. They match just a little of what I have learned.	0										7	22	56	0	22	347	13	8	45	34	13	342
D. There is no match.	9	0	0	0	0	1	50	1	50	328	5	0	50	33	17	341	6	5	30	40	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	35	1	13	6	75	1	13	0	0	356	38	23	47	23	6	351	40	21	50	21	8	349
B. good	52	1	8	7	58	4	33	0	0	349	46	18	64	14	4	352	46	12	53	28	7	347
C. fair	13	1	33	1	33	0	0	1	33	347	15	17	50	22	11	347	12	6	46	36	11	342
D. poor	0										2	50	50	0	0	354	2	3	31	40	26	336
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	1	33	0	0	2	67	0	0	348	11	14	50	29	7	345	15	5	38	38	19	339
B. about the same as my regular schoolwork	70	1	6	13	81	2	13	0	0	352	60	26	57	12	5	354	56	15	54	25	6	348
C. easier than my regular schoolwork	17	1	25	1	25	1	25	1	25	349	28	11	54	29	6	348	29	18	51	23	7	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	68	3	20	8	53	4	27	0	0	352	44	25	47	23	6	351	32	11	47	32	11	344
B. two or three days a week	14	0	0	3	100	0	0	0	0	359	32	18	59	18	5	352	32	17	53	24	6	349
C. two or three times each month	18	0	0	3	75	1	25	0	0	351	21	20	72	8	0	354	27	18	54	22	6	350
D. never	0										3	0	50	50	0	339	9	9	44	32	14	343
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										3	0	50	50	0	341	7	4	33	43	20	337
B. two or three days a week	4	1	100	0	0	0	0	0	0	366	8	10	30	40	20	340	20	11	51	29	9	346
C. two or three times each month	48	2	18	9	82	0	0	0	0	359	59	28	56	14	3	354	46	19	54	21	5	350
D. never	48	0	0	5	45	5	45	1	9	342	30	11	64	19	6	350	27	11	49	29	11	345
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										6	14	29	29	29	338	15	7	41	38	14	341
B. 30–45 minutes	4	0	0	0	0	1	100	0	0	340	17	5	52	43	0	345	31	13	53	27	7	347
C. 45–60 minutes	70	3	19	10	63	3	19	0	0	355	58	26	61	10	3	355	32	18	53	22	6	349
D. more than 60 minutes	26	0	0	4	67	1	17	1	17	343	19	17	50	21	13	347	22	17	50	24	9	348
<b>Optional school/district question</b>																						
A.	0										35	17	17	50	17	341						
B.	0										12	0	50	50	0	339						
C.	0										35	33	50	0	17	351						
D.	0										18	67	0	33	0	355						